

Jenkins Elementary Continuous Improvement Plan 2021-2022

Learning and Achievement for All Commitment

Goal 1: All students, K-5, will make monthly/quarterly progress in reading (see progress monitoring for specifics by grade level).

Strategy 1: All teachers will use the gradual release model to deliver aligned Tier 1 instruction, providing support to various levels of learners based on needs. [Component 2]

Activity 1	What is the evidence to be collected indicating progress or a need for improvement?
Teachers will use the components and structure of the LA block to best utilize time to focus on student learning [Component 2]	Walkabouts/observations (Admin + co-teaching pairs, SPOT supervisor) Consider peer observations Student progress
Tasks/Meetings/Planning Sessions	Dates/Times/Places
Collaboration with ESOL, SpEd, Gifted teams for support (scheduling)	August 2021 – ongoing throughout the year
Review PWCS resources of the models and components of the block for readers and writers	August 2021 – work week (and through September)
Small groups (differentiation) – purposeful to plan what groups are being seen (frequency) and what purposeful practice students are engaged in when not meeting with the teacher [daily classroom and CORE extension]	August 2021 – ongoing throughout the year
Check for understanding – making sure teacher is providing guidance/feedback for student learning	August 2021 – ongoing throughout the year
LA block is flexible to prioritize student learning needs	August 2021 – ongoing throughout the year
Plan for co-teaching between classroom and ESOL teachers <ul style="list-style-type: none"> ○ Establish co-teaching partners – 2nd – 5th, and share with staff (August 2021) ○ Establish master schedule to support co-teaching (August 2021) ○ Initial overview meeting with co-teaching partners, Admin, M. Livings (9/2, 8am [backup date 8/30]) ○ Share checklist with staff to provide framework for co-teaching model ○ September 2021 independent reading – provided by M. Livings ○ October 2021 – begin book study discussions (10/12 – 8:30am, 11/2 - 9am, 11/23 – 8:30am, 12/2 - 8:30am, 12/15 – 8:30am) ○ <u>Informal</u> walkabouts to assess implementation/progress (M. Livings, Admin; <u>During the week of:</u> 10/18 and 10/25, 11/8, 11/15, 12/6, 2/21, 3/7); written feedback provided with follow-up discussions for clarity and support ○ January – discuss continuation of co-teaching during ESOL testing window (1/6 – 8am) ○ February – share success and needs (2/9 – 8am) ○ Goal – April 2022: co-teaching partners will share success and needs with staff to set stage for increased implementation in 2022-2023 	August 2021 - ongoing throughout the year
Family and Community Engagement	Dates/Times/Places
Parent volunteers for station support	Throughout the year
Title 1 literacy night (consider building at home student library); Title 1 Connections newsletter mid-monthly (email)	Throughout the year, PM
Examine HMH resources for parent involvement for ideas	Throughout the year
School-wide newsletters highlighting literacy structure/components; Back to School Night	Throughout the year

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Use of Canvas to support family involvement with learning; Dojo celebrations for work success/completion	Throughout the year
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Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)
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Co-teaching book study (\$31 @)	~\$400.00 w/ shipping
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Progress Monitoring	What are the next steps based on data?
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OGL progression by grade level by quarter

Ranges	Kinder	1st	2nd	3rd	4th	5th
On grade level 1st quarter	range A-4	range 4-16	range 18-28	28-38	38-40NF	40NF-50NF
On grade level 2nd quarter	range 1-6	range 8-18	range 20-30	30-38	38-40NF	40NF-50NF
On grade level 3rd Quarter	range 2-6	range 12-20	range 24-34	34-40F	40F-50F	50F-60F
On grade level 4th Quarter	range 3-8	range 16-28	range 28-38	38-40NF	40NF-50NF	50NF-60NF

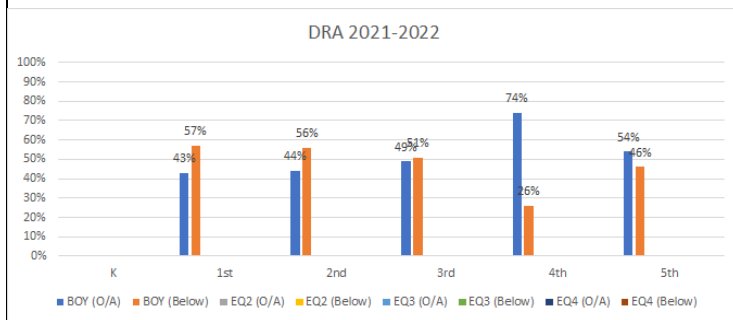
11.3.2021 – Orange tasks – initial discussions held and this focus is ongoing; quarter 1 meeting now to re-align needs for SpEd, ESOL, Gifted

Differentiation – 1st rounds of data dialogue (after assessment); discussing CORE extension plans; mid-unit checks also providing this time to focus on the needs of students and how to support the learning. When admin are engaged in walk-about or observations, one element of focus is grouping and what students are engaged in to meet their learning needs. [guided reading groups or exit tickets from math]; teams agree to a daily exit ticket/indep practice in math. Admin has observed feedback being provided (verbal and written).

DRA Progress Monitoring

(% of student on/above grade level (%below grade level))

	BOY	End Q1	End Q2	End Q3	End Q4
K	-	-			
1st	43% (57%)	43% (57%)			
2nd	44% (56%)	44% (56%)			
3rd	49% (51%)	49% (51%)			
4th	74% (26%)	74% (26%)			
5th	54% (46%)	54% (46%)			



% of students meeting VGA reading targets

3rd-5th have examined the layout and structure of the LA unit assessments and teaching students test taking strategies; teachers used the questioning and helping students become more independent.

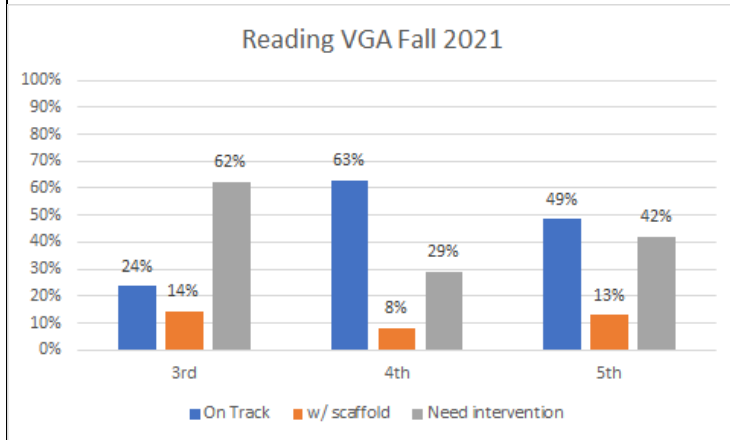
Grade levels are examining components of HMH in ‘pieces’ and using those pieces.

Challenge: assessments aren’t readily available for CLT’s during the unpacking process. Upper grade students shared ‘unfairness’ of the amount of testing at the beginning of the year.

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[VGA Growth % of students on track with scaffold (% needing intervention)]

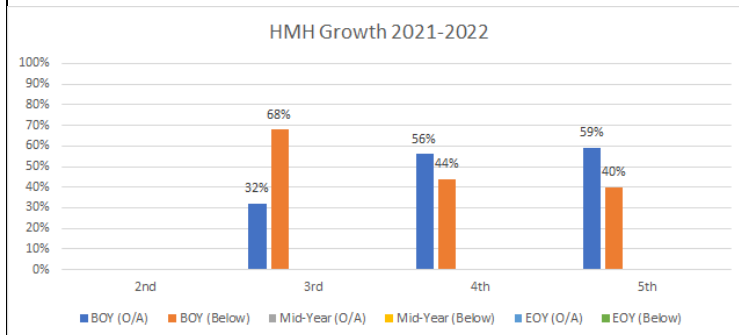
	VGA FALL	SOL Spring
3 rd	37.8% (62.3%)	
4 th	70.9% (29.1%)	
5 th	69.3% (30.7%)	



% of students meeting OGL reading targets

[HMH Growth % of students on and above level]

	HMH Fall	HMH Winter	HMH Spring
2 nd			
3 rd	32%		
4 th	56%		
5 th	59%		



LA Unit Assessments

[% of students scoring 70% or higher]

	Unit 1	Unit 2	Unit 3	Unit 4
3 rd	11%	11%		
4 th	10%	27%		
5 th	22%	32%		

PALS

% of students meeting benchmark

(overall sum score)	Fall 2021	Spring 2022
K	81%	
1 st	48.7%	
2 nd	44.8%	
3 rd	20%	

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<p>Co-Teaching Notes: 9/2 – Discussed types of conversations pairs have had/need to have to establish parity. Reviewed 7 types of models. Overview of Co-teaching tool. Overview of Observation Rubric</p> <p>10/12 – These first 3 chapters are foundational to our co-teaching work. Discussed questions from the end of each chapter in partner groups and then shared with whole group.</p>	<p>Next meeting 10/12, 8:30-9am – discuss chapters 1-3, delve deeper into observation rubric. Register for course #110413</p> <p>Keep reflections that are cropping up in a place to share when the end of the year comes around to plan for next year – next steps and grows. Next meeting Nov 2nd, 8:30-9am; read Chapters 4 & 5.</p>
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Activity 2	What is the evidence to be collected indicating progress or a need for improvement?
Teachers will utilize the gradual release model [Component 2]	<p style="text-align: center;">CLT planning docs Walkabouts/observations Consider peer observations</p> <p>Student opportunities to practice skills and demonstrate independence to apply skills (engagement)</p>
Tasks/Meetings/Planning Sessions	Dates/Times/Places
Teachers/Admin will come to a shared definition of gradual release (looks like/sounds like)	August/September 2021
Review PWCS resources for gradual release model	August/September 2021
Gradual release model is flexible to prioritize student learning needs	August 2021 – ongoing throughout year
Teachers will use the CLT planning documents (components embedded)	August 2021 – ongoing throughout year
Family and Community Engagement	Dates/Times/Places
Parent volunteers for station support	Throughout the year
Title 1 literacy night (consider building at home student library); Title 1 Connections newsletter mid-monthly (email)	Throughout the year, PM
Examine HMH resources for parent involvement for ideas	Throughout the year
School-wide newsletters highlighting literacy structure/components; Back to School Night – highlighting gradual release language/purpose	Throughout the year
Use of Canvas to support family involvement with learning; Dojo celebrations for work success/completion	Throughout the year
Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)
Title 1 Parent Budget (\$2,500) split with math	\$1,250
Summer reading & math materials (\$5,000) split with math	\$2,500
Progress Monitoring	What are the next steps based on data?
11.3.2021 – part of CLT protocol planning; some teachers have incorporated visual strategies to support gradual release model.	Collaborative practice of teacher with students is still an area of focus, as well as, increasing the amount of

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<p>11.17.2021 – Gradual release model is utilized by teachers; Canvas supports planning and provides recommended and useful resources. Math flows well in Canvas.</p>	<p>student talk vs. teacher talk. Admin will continue to provide feedback to teachers/teams on this area from walk-about and observations.</p> <p>*How to have a constant for next year and not have new learning of programs and curriculum. Could there be consistency through the subject areas (setup in Canvas and consistency in training for ESOL and support (HUB))</p> <p>*Consider in-house peer observation for ‘expert areas’ and give opportunities for teachers to observe. Consider providing teachers with an additional planning 1x per week during Encore teacher open times for grading, planning, analyzing data, etc.</p>
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Activity 3	What is the evidence to be collected indicating progress or a need for improvement?
Teachers will collaboratively plan the core (Tier 1) to include remediation and enrichment during CLT time [Component 2]	Student progress data CLT planning docs
Tasks/Meetings/Planning Sessions	Dates/Times/Places
Admin will share the accelerated learning planning document	August 2021
Teachers will use the CLT planning documents (components embedded)	August 2021 – ongoing throughout the year
Collaboration with ESOL, SpEd, Gifted teams for support (same page for skill)	August 2021 – ongoing throughout the year
Consistency (vetted strategies, materials, resources) utilized across the grade level	August 2021 – ongoing throughout the year
Continue vertical view in planning (what was expectation in prior year and where are they going in following year)	August 2021 – ongoing throughout the year
Encore – how to include the teachers to build/reinforce skills for students	August 2021 – ongoing throughout the year
Cross-curricular focus in planning (multiple resources to use)	August 2021 – ongoing throughout the year
CLT’s will discuss data to plan aligned Tier 1 to include targeted remediation and enrichment	August 2021 – ongoing throughout the year
Family and Community Engagement	Dates/Times/Places
Utilize data of student needs to consider as focus areas for Title 1 nights and/or for grade level focus nights to provide parents support for home-school connection	
Grade level newsletters – indicating focus and how parents can support home-school connection	
Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)

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Progress Monitoring	What are the next steps based on data?
11.3.2021 – this practice is happening after data dialogue (after each unit assessment); quarterly DRA and PALS data meetings	Enhance this practice to be included during weekly CLT planning.

Strategy 2: Implement consistent progress monitoring protocols to measure student growth to capture the needs of all learners [Component 3,4]

Activity 1	What is the evidence to be collected indicating progress or a need for improvement?
CLT's will collaboratively discuss student progress and next steps [Component 4]	Student progress data CLT planning
Tasks/Meetings/Planning Sessions	Dates/Times/Places
RR/DRA progress monitoring 'schedule' will be used	September 2021 – ongoing throughout year
3-5 will use Mastery Connect for HMH end of units to assess progress on skills	September 2021 – ongoing throughout year
Each grade level should be using informal quick-checks aligned to the skills to measure student progress	September 2021 – ongoing throughout year
CLT teams will plan and implement actionable next steps to support student learning	September 2021 – ongoing throughout year
Family and Community Engagement	Dates/Times/Places
Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)

Progress Monitoring	What are the next steps based on data?
October SOL 3-5 results PALS K-5 are using mid-unit check-ins and have a conversation around the data to determine students' needs.	

Activity 2	What is the evidence to be collected indicating progress or a need for improvement?
Quarterly CLT data discussions to assess student progress, plan & implement actionable next steps [Component 4]	Student progress data

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Tasks/Meetings/Planning Sessions	Dates/Times/Places																																																																																																																
Share Tier Criteria with teachers	August 2021 and ongoing																																																																																																																
Identify students by name and need	Quarterly																																																																																																																
Determine intervention to be given (type, frequency, by whom); assess progress; create plans, deliver, monitor	Quarterly																																																																																																																
Family and Community Engagement	Dates/Times/Places																																																																																																																
Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)																																																																																																																
1 Title 1 Reading Teacher	\$93,000																																																																																																																
Title 1 Teacher Instructional Materials	\$1,000																																																																																																																
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<p>11.3.2021 – Tiered criteria shared with staff; first tiering of students is happening over the course of the next 3 weeks; to be completed quarterly.</p> <p style="background-color: yellow;">Reading</p> <p>5th Grade Tier Information (% of students in each)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Nov/ Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td style="text-align: center;">52.7</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 2</td> <td style="text-align: center;">23.6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 3</td> <td style="text-align: center;">23.6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>4th Grade Tier Information (% of students in each)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Nov/ Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td style="text-align: center;">56</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 2</td> <td style="text-align: center;">29.8</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 3</td> <td style="text-align: center;">14.3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>3rd Grade Tier Information (% of students in each)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Nov/ Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td style="text-align: center;">42</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 2</td> <td style="text-align: center;">24.3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 3</td> <td style="text-align: center;">33.6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2nd Grade Tier Information (% of students in each)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Nov/ Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td style="text-align: center;">50</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 2</td> <td style="text-align: center;">35.7</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tier 3</td> <td style="text-align: center;">14.3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Nov/ Dec	Jan	Feb	Mar	Apr	May	Tier 1	52.7						Tier 2	23.6						Tier 3	23.6							Nov/ Dec	Jan	Feb	Mar	Apr	May	Tier 1	56						Tier 2	29.8						Tier 3	14.3							Nov/ Dec	Jan	Feb	Mar	Apr	May	Tier 1	42						Tier 2	24.3						Tier 3	33.6							Nov/ Dec	Jan	Feb	Mar	Apr	May	Tier 1	50						Tier 2	35.7						Tier 3	14.3						
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1st Grade Tier Information (% of students in each)						
	Nov/ Dec	Jan	Feb	Mar	Apr	May
Tier 1	44.4					
Tier 2	31.1					
Tier 3	24.4					
K Grade Tier Information (% of students in each)						
	Nov/ Dec	Jan	Feb	Mar	Apr	May
Tier 1	52.2					
Tier 2	26.7					
Tier 3	21.1					

Activity 3		What is the evidence to be collected indicating progress or a need for improvement?
Extended day opportunity [Component 3]		
Tasks/Meetings/Planning Sessions		Dates/Times/Places
Begins Dec 1 st (1 st session) through Jan 27 th ; grades 3-5 reading and math; grade 3 PALS		
2 nd session (Feb 7 th through April 7 th ; grades 3-5 reading and math; grade 3 PALS		
Family and Community Engagement		Dates/Times/Places
Potential Resources (To include Title 1 Funding, if applicable)		Potential Cost(s)
Extended day tutoring (\$12,000) split with math		\$6,000
Progress Monitoring	What are the next steps based on data?	
11.3.2021 – selected students, sent invites to parents, secured staff and resources for 1 st session.	<p>Want to extend to lower grades; need staff support to fulfill this need.</p> <p>Instructional leadership team will examine the power standards for each grade (3-5) and share with extended day teachers who will plan the daily lessons; Instructional leadership team will provide extended day teachers' resources to use.</p> <p>Student learning will be measured:</p> <ul style="list-style-type: none"> - weekly on focus skills (and built upon over time to ensure lasting learning) -HMH mid-year (2/7-2/11) – students will have met the expected growth target; PALS mid-year 	

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Goal 2: All students, K-5, will demonstrate proficiency by scoring at least 2.5 or higher on each end of unit math assessment.

Strategy 1: All teachers will use the gradual release model to deliver aligned Tier 1 instruction, providing support to various levels of learners based on needs [Component 2]

Activity 1	What is the evidence to be collected indicating progress or a need for improvement?
Teachers will use the components and structure of the Math block to best utilize time to focus on student learning [Component 2]	Walkabouts/observations (Admin) Consider peer observations Student progress
Tasks/Meetings/Planning Sessions	Dates/Times/Places
Collaboration with ESOL, SpEd, Gifted teams for support (scheduling)	August 2021 – ongoing throughout the year
Review PWCS resources of the models and components of the block for math	August 2021 – work week (and through September)
Small groups (differentiation) – purposeful to plan what groups are being seen (frequency) and what purposeful practice students are engaged in when not meeting with the teacher	August 2021 – ongoing throughout the year
Check for understanding – making sure teacher is providing guidance/feedback for student learning	August 2021 – ongoing throughout the year
Math block is flexible to prioritize student learning needs	August 2021 – ongoing throughout the year
ESOL teachers may provide support during math to support vocabulary	August 2021 (ongoing as needed)
Utilize sentence stems and anchor charts and real-life representations to provide a visual for vocabulary and communication	August 2021 – ongoing throughout the year
CRA – purposefully plan for the CRA progression to meet the needs of all learners	August 2021 – ongoing throughout the year
Spiral review – use guidance in math documents to continue to provide purposeful practice and feedback for students (warm-up, other time in day where available)	August 2021 – ongoing throughout the year
Prior to teaching the math topic, provide exploration opportunities for students to activate their learning	August 2021 – ongoing throughout the year
Family and Community Engagement	Dates/Times/Places
Parent volunteers for station support	Throughout the year
Title 1 math night; Title 1 Connections Connection newsletter mid-monthly (email)	Throughout the year, PM
Examine Origo resources for parent involvement for ideas	Throughout the year
School-wide newsletters highlighting math structure/components; Back to School Night [examples of real-life experiences families could do at home]	Throughout the year
Use of Canvas to support family involvement with learning; Dojo celebrations for work success/completion	Throughout the year
Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)

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Title 1 Parent Budget (\$2,500) split with reading		\$1,250
Summer reading & math materials (\$5,000) split with reading		\$2,500
Progress Monitoring	What are the next steps based on data?	
11.3.2021 – admin have observed CRA opportunities for students in planning and delivery; spiral review incorporated daily. Activate prior learning for 1 st grade most observable through video/dance engagement about the topic; 2 nd -5 th depends on lesson topic and connections made.		
Activity 2		What is the evidence to be collected indicating progress or a need for improvement?
Teachers will utilize the gradual release model [Component 2]		CLT planning docs Walkabouts/observations Consider peer observations Student opportunities to practice skills and demonstrate independence to apply skills (engagement)
Tasks/Meetings/Planning Sessions		Dates/Times/Places
Teachers/Admin will come to a shared definition of gradual release (looks like/sounds like)		August/September 2021
Review PWCS resources for gradual release model		August/September 2021
Gradual release model is flexible to prioritize student learning needs		August 2021 – ongoing throughout year
Teachers will use the CLT planning documents (components embedded)		August 2021 – ongoing throughout year
Family and Community Engagement		Dates/Times/Places
Potential Resources (To include Title 1 Funding, if applicable)		Potential Cost(s)
Progress Monitoring	What are the next steps based on data?	
Activity 3		What is the evidence to be collected indicating progress or a need for improvement?
Teachers will collaboratively plan the core (Tier 1) to include remediation and enrichment during CLT time [Component 2]		Student progress data CLT planning docs
Tasks/Meetings/Planning Sessions		Dates/Times/Places
Admin will share the accelerated learning planning document		August 2021

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Teachers will use the CLT planning documents (components embedded)	August 2021 – ongoing throughout the year
Collaboration with ESOL, SpEd, Gifted teams for support (same page for skill)	August 2021 – ongoing throughout the year
Consistency (vetted strategies, materials, resources) utilized across the grade level	August 2021 – ongoing throughout the year
Continue vertical view in planning (what was expectation in prior year and where are they going in following year)	August 2021 – ongoing throughout the year
Encore – how to include the teachers to build/reinforce skills for students	August 2021 – ongoing throughout the year
Cross-curricular focus in planning (multiple resources to use)	August 2021 – ongoing throughout the year
CLT’s will discuss data to plan aligned Tier 1 to include targeted remediation and enrichment (part of planning will include reassessment (which skill, timeline)	August 2021 – ongoing throughout the year
Family and Community Engagement	Dates/Times/Places
Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)
Progress Monitoring	What are the next steps based on data?

Strategy 2: Implement consistent progress monitoring protocols to measure student growth to capture the needs of all learners [Component 3,4]	
Activity 1	What is the evidence to be collected indicating progress or a need for improvement?
CLT’s will collaboratively discuss student progress and next steps [Component 4]	Student progress data CLT planning
Tasks/Meetings/Planning Sessions	Dates/Times/Places
K-1 mid and end of units to assess progress on skills 2-5 will use Mastery Connect for mid and end of units to assess progress on skills By name/by need	September 2021 – ongoing throughout year
Each grade level should be using informal quick-checks aligned to the skills to measure student progress	September 2021 – ongoing throughout year
CLT teams will plan and implement actionable next steps to support student learning	September 2021 – ongoing throughout year
Family and Community Engagement	Dates/Times/Places
	Potential

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Potential Resources (To include Title 1 Funding, if applicable)	Cost(s)																																																																																																									
Progress Monitoring	What are the next steps based on data?																																																																																																									
<p>October SOL 3-5 results K-2 AMC fall results</p> <p>% of students meeting VGA math targets [VGA Growth % of students on track and on track with scaffold (% needing intervention)]</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">VGA FALL</th> <th style="text-align: center;">SOL Spring</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">14.1% (85.8%)</td> <td></td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">59.6% (40.5%)</td> <td></td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">38.3% (61.7%)</td> <td></td> </tr> </tbody> </table> <div style="text-align: center; margin-bottom: 10px;"> <p>Math VGA FALL</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th>Grade</th> <th>On Track</th> <th>w/ scaffold</th> <th>Need intervention</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>9%</td> <td>5%</td> <td>86%</td> </tr> <tr> <td>4th</td> <td>43%</td> <td>17%</td> <td>41%</td> </tr> <tr> <td>5th</td> <td>41%</td> <td>5%</td> <td>53%</td> </tr> </tbody> </table> </div> <p>% of Students with 70% and above</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>U1</th> <th>U2</th> <th>U3</th> <th>U4</th> <th>U5</th> <th>U6</th> <th>U7</th> <th>U8</th> <th>U9</th> <th>U10</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">81.5%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">86.7%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">78.2%</td> <td style="text-align: center;">82%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">53%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">43%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">61%</td> <td style="text-align: center;">71%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		VGA FALL	SOL Spring	3 rd	14.1% (85.8%)		4 th	59.6% (40.5%)		5 th	38.3% (61.7%)		Grade	On Track	w/ scaffold	Need intervention	3 rd	9%	5%	86%	4 th	43%	17%	41%	5 th	41%	5%	53%		U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	K	81.5%										1 st	86.7%										2 nd	78.2%	82%									3 rd	37%	46%	53%								4 th	33%	53%	43%								5 th	47%	34%	61%	71%							<p>Students haven't had access to manipulatives and striking the balance of providing students the opportunity to explore with them and teachers planning with the CRA model.</p>
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Share Tier Criteria with teachers	August 2021 and ongoing																																																																																																																																												
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K Grade Tier Information (% of students in each)							
	Nov/ Dec	Jan	Feb	Mar	Apr	May	
Tier 1	60.9						
Tier 2	21.7						
Tier 3	17.4						
Activity 3							What is the evidence to be collected indicating progress or a need for improvement?
Extended day opportunity [Component 3]							
Tasks/Meetings/Planning Sessions						Dates/Times/Places	
Structure and dates TBD							
Family and Community Engagement						Dates/Times/Places	
Potential Resources (To include Title 1 Funding, if applicable)						Potential Cost(s)	
Extended day tutoring (\$12,000) split with math						\$6,000	
Progress Monitoring						What are the next steps based on data?	

Positive Climate and Culture Commitment

Goal 1: All stakeholders (students, staff, family members) will find the leader within themselves to build positive school community.

Strategy 1: Learn and implement the elements of ‘7 Habits of a Happy Kid’.

Activity 1		What is the evidence to be collected indicating progress or a need for improvement?
Teach and recognize the elements of leadership school-wide (staff, students, families)		Student, staff, family feedback/input Survey results
Tasks/Meetings/Planning Sessions		Dates/Times/Places

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Students: Classroom teachers use the lessons in the binder, online resources, read-aloud book	August 2021 – ongoing throughout the year
Students: Counselor teaches the lessons through classroom guidance	August 2021 – ongoing throughout the year
Students/Staff: Leader in Me Daily Pledge	August 2021 – ongoing throughout the year
Staff: Professional learning opportunities provided during faculty meetings [Franklin Covey] and book study	August 2021 – ongoing throughout the year
Staff: How to incorporate Leader in Me into language arts (character traits, development, etc)	August 2021 – ongoing throughout the year
Families: Habit Focus (in newsletter, Advisory, parent session of any event)	August 2021 – ongoing throughout the year
Staff Kudos in staff newsletter (also designate board for handwritten kudos) – weekly and staff member of month and grade level team of the week [displaying characteristics of 7 Habits]	August 2021 – ongoing throughout the year
Each classroom teacher (staff member) recognizes student leader of the month and shares with counselor	August 2021 – ongoing throughout the year
Examine and revise school-wide discipline plan to a school-wide expectation plan to include the Leader in Me language	August 2021 – ongoing throughout the year
Family and Community Engagement	Dates/Times/Places
PTO/Advisory	
Lighthouse Committee	
Include parent liaison in Leader in Me [information/resources/training]	
Potential Resources (To include Title 1 Funding, if applicable)	Potential Cost(s)
Grant funded w/ some school expenses	
Progress Monitoring	What are the next steps based on data?
<p>11.3.2021 – Families were introduced during Back-To-School night; and emphasis will continue in newsletters. Counselors focus on 7 Habits during guidance lessons; Student leaders of the month announce and displayed each month on bulletin board (teacher selected based on displaying characteristics of Habit); Planning Semester Leaders of the month celebration. Teachers incorporating 7 Habits – talked through each habit with students; Leader in Me Pledge Daily. Leader in Me components part of vision and mission. Classroom teachers developed Leadership Inspired bulletin boards in classrooms. Franklin Covey provided “building culture” full day training; academic progress and goal setting (1/2 day) is upcoming.</p> <p>11.17.2021 – 2nd grade students are using the language (remembered from years previous). Students are having classroom celebrations and selecting choices for what they want to work for the rewards. Celebrating students within the classroom for individual ‘7 habits’ and classroom habits.</p>	<p>Start positive office referrals based on 7 Habits Revision of discipline expectations started with Light House Team in October. – This team developed ‘Caught you Buzzing’, positive office referrals and cafeteria competition.</p> <p>Semester awards for attendance, etc based off of report cards; consider establishing something to celebrate academics or attendance quarterly; celebrate success and increase self-efficacy of those striving to meet those goals. Consider how to input student voice into the process. School</p>

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<p>Classroom teachers are celebrating growth. Counselor's are using the hallway boards to celebrate students. Student created posters in hallway; students are continuing to enjoy these. Leader in me Challenge was successful: model example video for aspects of procedures (should look and should not look --- ex: café, hallway, etc). Announcements have been a great vehicle for providing videos and tidbits to support the '7 habits'.</p>	<p>store? Who would run it? (parent volunteer, counselors, etc). – maybe 1x per week or 1x per month. Use points? Or \$?</p> <p>Scheduling: how to provide a little bit of time between the ending of the meetings and the start of school or start of next block (after a meeting).</p>
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